

Lockport City School District
ELA Grade 2
Unit 3
Aligned to the Common Core 2011-2012

Unit 3: Creative Person

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note: highlighted standards are formally assessed within this unit.**

Reading for Literature

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RL.2.1)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)

Compare and contrast two or more versions of the same story (e.g. Cinderella Stories) by different authors or from different cultures. (RL.2.9)

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Make connections between self, text, and the world around them (text, media, social interaction). (RL.2.11)

Reading for Information

Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text. (RI.2.1)

Identify the main topic of a multipage text as well as the focus of specific paragraphs within the text. (RI.2.2)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or facts in a text efficiently. (RI.2.5)

Identify the main purpose of a text, including what the author wants to answer, explain and describe. (RI.2.6)

Describe how reasons support specific points the author makes in a text. (RI.2.8)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)

Know spelling-sound correspondences for additional common vowel terms. (RF.2.3b)

Decode regularly spelled two-syllable words with long vowels. (RF.2.3c)

Decode words with common prefixes and suffixes. (RF.2.3d)

Identify words with consistent but common spelling-sound correspondences. (RF.2.3e)

Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f)

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Read grade-level text with purpose and understanding. (RF.2.4a)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4b)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)

With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by planning, revising, and editing. (W.2.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

Participate in shared research and writing projects. (W.2.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.2.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.2.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use commas in greetings and closings of letters (L.2.2b)

Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). (L.2.2d)

Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (L.2.2e)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (L.2.4)

Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). (L.2.4b)

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (L.2.4c)

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (L.2.4d)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)

Demonstrate understanding of word relationships and nuances in word meanings. (L.2.5)

Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (L.2.5a)

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scranny*). (L.2.5b)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (L.2.6)

Speaking and Listening

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

ESSENTIAL QUESTIONS:

- **What does it mean to be creative?**
- **How do inventions turn ideas into inventions?**
- **How many ways can we communicate?**
- **When are creative ideas good? When are they bad?**
- **When can creative ideas solve problems?**
- **Where do creative ideas come from?**

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** How to describe the connection between a series of scientific ideas or concepts, or steps in technical procedures in a text. How to determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. How to locate key facts in a text efficiently. Identify the main purpose of the text and explain how specific images contributes to and clarify a text. How to comprehend informational texts, including history/social studies, science, and technical texts,
- **Strategies to teach while reading literature:**
How to activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:** Describe the connection between a series of scientific ideas or concepts, or steps in technical procedures in a text. Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. Locate key facts in a text efficiently. Identify the main purpose of the text and explain how specific images contributes to and clarify a text. Read and comprehend informational texts, including history/social studies, science, and technical texts,
- **When reading literature:** Activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, Graphic sources, Realism and fantasy, Sequence of

author's purpose, Draw conclusions, How to make meaning from Graphic sources, the difference between realism and fantasy, Sequence of events, how to describe characters, including speaking in a different voice for each character when reading dialogue aloud, determine the setting of the story. How to ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text. Describe how the beginning introduces the story and the ending concludes the action. How to read with sufficient accuracy and fluency to support comprehension, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strategies to recount stories such as fables or folktales from diverse cultures to determine the central messages, lesson, or moral.

How to describe words and phrases that supply rhythm and meaning in a story, poem, or song.

How to compare and contrast 2 or more versions of the same story but different authors or from different cultures.

How to make connections to between self, text, and the world around them.

- **Strategies for writing**
informative/explanatory text: *How to* create and use guiding questions, how to establish a main idea and use details to support it, how to gather facts from varied resources, how to revise work effectively, use sequence of events, include details to describe actions, thoughts, and feelings

events, Character, Setting. Speak as they where the character, using different voices when reading dialogue aloud. Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text. Understand how the beginning introduces the story and the ending concludes the action. Understand how to read with sufficient accuracy and fluency to support comprehension, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Recount stories such as fables or folktales from diverse cultures to determine the central messages, lesson, or moral.

Describe words and phrases that supply rhythm and meaning in a story, poem, or song.

Compare and contrast 2 or more versions of the same story but different authors or from different cultures.

Make connections to between self, text, and the world around them.

- **As writers of informative/explanatory text:** Guiding Questions for Theme, Main Idea, Supporting Details, Use of Facts from Varied Sources, Revision, use digital tools to produce and publish writing, including a collaboration with peers.

<ul style="list-style-type: none"> • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: How to demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns, correct comma use in letters, • Strategies for demonstrating correct use of spelling patterns. • Strategies to determine or clarify the meaning of unknown and multiple-meaning words: How to determine meanings using the prefix, knowing the root word, and compound words • Strategies to demonstrate the understanding of word relationship and nuances in word meanings: How to use real life connections between words and their use, distinguish shades of meaning among closely related verbs and closely related adjectives • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> narrate in sequence, use different types of media to enhance message, follow and give directions, compare and 	<ul style="list-style-type: none"> • Use internet to research and publish writing. • Apply conventions: Demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns, use commas correctly while writing a letter. • Demonstrate correct use of spelling patterns. • Demonstrate knowledge of how to clarify what unknown and multiple-meaning words are. • Demonstrate the understanding of word relationship and nuances in word meanings. • Demonstrate speaking, listening, and collaborative learning skills: Narrate in sequence, types of media, follow and give directions, compare and contrast characters,
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<p>contrast characters, make introductions</p> <ul style="list-style-type: none"> • Strategies for Applying Foundational Reading Skills: <i>How to</i> decipher letter-sound relationships, short and long vowels, r-controlled vowels, vowel digraphs, base words and inflected endings, prefixes and suffixes, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehend, and use appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness • Language Skills Demonstrate how to consult reference materials, including beginning dictionaries, as needed to check and correct spelling. 	<p>make introductions</p> <ul style="list-style-type: none"> • Foundational Reading Skills: Know letter-sound relationships, know r-controlled vowels, know vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehension, and appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness • Language Skills: Student will consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
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PHASE TWO: ASSESSMENT EVIDENCE	
Assessment Task Unit 3 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research about creative people (an inventor, artist, writer, composer, or scientist) who have discovered something new or did something in a new way. <u>This will be captured on their note-sheet.</u> (RI.2.1) (W.2.5) • Learners will search a variety of informational texts to locate information about things that creative people who have discovered something new or did something in a new way. They will determine what the main topic is of each text they read and identify the topics of several paragraphs within each text. <u>This will be captured on their note-sheet.</u> (RI.2.2) (W.2.7) • Timed Writing: Each learner will independently express a written opinion about creative people who have discovered something new or did 	Teacher will..... <ul style="list-style-type: none"> • Support students as they brainstorm worthwhile questions about to guide their research. • Provide access to print and digital texts that can inform their research. • Support writers as they capture main topics of texts and paragraphs within texts, using note-sheets. • Help writers establish potential purposes/questions for the creative people who have discovered something new or did something in a new way. • Assign timed writing task, which must be completed without teacher support in 45 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. • Capture findings/data from the timed writing task using the approved rubric. • Use these findings to inform instruction, revise curricula, and coach

something in a new way and share reasons that support this opinion, using the linking words *because* and *also*. Their opinion piece will also have a concluding statement. (W.2.1)(W.2.5)(W.2.7)

- They will use teacher feedback to revise and improve this draft, which may then be used for summative assessment purposes.
- Each writer will draft a keynote, powerpoint, report, or glogster that reflects how the person. The keynote, powerpoint, report, or glogster must include:
 - An introductory section, which provides background information about the creative person.
 - Information about the next phase of the creative person's life.
 - Information about the beginning of the creative change or when the person did something in a new way.
 - Information about the end of the creative person's.
 - A concluding statement that reinforces the most important thing they learned through their study.

This draft will be completed in the note-sheet packet.

- **Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals.** They will revise

individual writers to improve skills.

- Model how to create a high quality keynote, powerpoint, report, or glogster, which must include the following:
 - An introductory section, which provides background information about the creative person.
 - Information about the next phase of the creative person's life.
 - Information about the beginning of the creative change or when the person did something in a new way.
 - Information about the end of the creative person's.
 - A concluding statement that reinforces the most important thing they learned through their study.
- Guide writers as they use rubrics to self-assess, set goals, and revise. Collect and provide feedback.
- Coach writers to provide high quality criteria-specific feedback to peers and to capture what is learned on their note-sheets.
- Support writers in the revision of their timeline plans.
- Model strategies for producing a high quality keynote, powerpoint, report, or glogster, using planning work and a variety of creative materials.
- Provide exemplars of keynote, powerpoint, report, or glogster, so

<p>their draft, which will be submitted to the teacher for <u>baseline assessment purposes</u>. (W.2.2) (W.2.5)</p> <ul style="list-style-type: none">• The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.2.5) (SL.2.2) (SL.2.3) (SL.2.6)• Learners will revise their individual <u>keynote, powerpoint, report, or glogster</u> in response to feedback received. (W.2.5)(W.2.11)• Students must have a audio recording of project using any available resource.• A final <u>product</u> will be created using information from their planning work and a variety of creative materials. (W.2.7)(W.2.11)• <u>Keynotes, powerpoints, reports, or glogsters</u> will be shared with an audience who can learn from them.	<p>students are aware of what high quality looks like.</p> <ul style="list-style-type: none">• Support writers as they share their final products with those who can learn from them.
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**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	<ul style="list-style-type: none"> Targeted comprehension, fluency, listening and speaking and/or language skills 	Suggestions: <ul style="list-style-type: none"> Rubrics Checklists Annotated Rubric Monitor progress through Sentence Reading Assessments and/or Fresh Reads
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXTS	<p>Skills & Strategies</p> <ul style="list-style-type: none"> Compare & Contrast/Story Structure Fact & Opinion/Ask Questions Compare & Contrast/Graphic Organizer Plot & Theme/Summarize <p>Suggested Read Aloud Anthologies:</p> <ul style="list-style-type: none"> The Secret Project Anna Moves In The Hippopotamus and the Monkey's Heart Wiley and the Hairy Man Teddy's Bear 	<p>Main Selection & Paired Texts:</p> <ul style="list-style-type: none"> Pearl and Wagner: Two Good Friends Dear Juno Anansi Goes Fishing Rosa and Blanca A Weed is a Flower Scott Foresman Listening Comprehension (Day 1) Scott Foresman Read Aloud Anthology Scott Foresman Big Book "Fat Cat" Scott Foresman Sing with Me Big Book Scott Foresman Phonics Rhyme and Song Chart <p>Teacher Observation</p>